



## Good Behaviour Policy

This Policy will be reviewed annually.

Person responsible Headteacher

Updated: September 2021

Review date: September 2022

Reviewed:

Rationale: Good behaviour is essential in order to allow Heytesbury C Of E Primary School to flourish as a learning community that promotes the well-being of all its members.

**Aim: At Heytesbury C of E Primary School, we aim to:**

- Provide an environment where children feel safe, secure and respected, enabling children to develop a sense of self-worth and a respect and tolerance for others.
- Ensure all children are ready for learning.
- Focus our attention on the promotion of positive behaviour and on shared responsibility for dealing with instances of unacceptable behaviour.
- To promote a shared approach to dealing with discipline issues in school by having clear procedures as set out in this policy.

**Agreed procedures:**

Everything we do at Heytesbury C of E Primary School is centred around our six Christian Values:

Courage, Friendship, Forgiveness, Perseverance, Truthfulness, Wisdom

We approach the promotion of good behaviour through these six values. These are displayed in word form in classes and all around the school. During the year, children discuss these words with their teacher and they are a focus of the whole school worship program.

**Rewards:**

We reinforce and promote positive behaviour through:

- Verbal praise
- Positive body language (a smile, thumbs up etc)
- Receiving house points. *This is our whole school reward system. At the start of a child's journey at Heytesbury they are put into one of three house teams. Throughout the year the children collect house points these are then put together to form a weekly house total which is reported to the children during celebration assembly. The house team with the most points at the end of the term receives a reward. Children are also individually rewarded when they reach 50-Bronze, 100-Silver, 150-Gold, 200-Platinum, house points. It is the expectation that most children will reach Gold by the end of the school year. House points will then be reset at the beginning of each school year.*
- Individual, class systems e.g. marble in the jar, smiley faces, golden tickets
- Being sent to a Senior Leader to share excellent learning.
- Receiving certificates and awards in assembly.
- VIP lunches with the Head (once bubbles can mix)
- Public recognition e.g. in class, through the class or in the school newsletter/website/local paper.

**Consequences:**

There are six stages of consequences:

Stage 1: Verbal warning

Stage 2: 5 minutes loss of playtime/lunchtime

Stage 3: 10 minutes loss of playtime/lunchtime

Stage 4: 15 minutes loss of playtime/lunchtime

Stage 5: 20 minutes loss of playtime/lunchtime, parents contacted.

Stage 6: 30 minutes loss of playtime/lunchtime, parents contacted and discussion with Deputy Head or Head teacher. Internal exclusion may be considered. Permanent exclusion may be considered.

See Appendix 1 for a fuller explanation of the consequences and Appendix 2 for examples of behaviours that might warrant particular stages.

Consequences can be applied in sequence if a child fails to address their negative behaviour, or, in the case of seriously poor behaviour, stages can be arrived at directly, without having progressed through lesser stages. Loss of minutes will happen during the playtime or lunchtime immediately following the loss of minutes. This will be the same day if minutes are lost in the morning or the following day if minutes are lost in the afternoon. Children who reach stage 2, missing 5 minutes will remain in their classroom under the supervision of the class teacher who gave the consequence. Children who reach stage 3 or above will be sent to sit in a classroom or the office under supervision of a member of SLT.

If a child is disturbing the learning of others or behaving inappropriately and has not responded to the class teacher's use of consequences, then the duty teacher (either the deputy head or the head teacher) needs to be sent for. This can be done using the red card system.

Children who are removed from their class by the duty teacher will be taken to a quiet area to calm down and discuss the incident / their behaviour and ways to improve their behaviour choices. They will also be expected to complete all or part of the task that their class were engaged in, whether back in class, in a different class, outside the Head's office or in another suitable area, which will be decided by the duty teacher.

In the case of an internal exclusion, children will not go back to their own class, but will complete work set for them by their class teacher in another classroom under supervision for a pre-defined period of time.

If a child reaches a Stage 5 or 6 then parents will be informed by the Class Teacher, Deputy Head or Head teacher.

### **Recording and assessment:**

When a serious incident occurs, or the Duty Teacher is called, a 'Duty Teacher/Serious Incident' form should be completed, see Appendix Three. This will be completed at a convenient time, as close to the event as possible. Completed forms will be handed to the office for filing and kept in a file in the Head's office. Any allegations of bullying or racism will be recorded on a separate sheet see Appendix Four. This will be completed by the staff member who dealt with the incident and passed to the office for filing. All forms will be kept in a file in the Head's office.

Blank copies of all forms are kept as hard copies in the filing cabinet in the head teacher's office and in the staffroom. Electronically copy can be found in the Behaviour file on Shared Resources.

To ensure that persistent low-level poor behaviour is drawn to the attention of the school leadership team, a simple record of children's behaviour in class and which stages they have received is recorded daily, by the class teacher see Appendix Five. This together with Incident forms and lists of who is losing minutes of lunchtime on a daily basis these are collated and discussed by SLT on a regular basis.

### **Behaviour at lunchtimes:**

MDSAs follow the same behaviour policy as other staff. A member of senior staff is on duty at all times and can be called upon. Lunchtime rules have been shared with all staff and children and MDSAs will enforce these rules according to the behaviour policy. However, MDSAs do not give Stages, but for a minor incident, they can give a "time out" and inform the class teacher. If a more serious behaviour incident occurs, they will call for a senior member of staff. Minor incidents need to be reported to the class teacher at the end of playtime and need to be

recorded by MDSAs in the red file in the front office. This will be checked daily by either the Deputy Head or Head teacher who will decide if incidents need following up and take appropriate action. They will record what action has been taken.

### **BREAK AND LUNCHTIME RULES**

- Children must do what they are asked straight away – by any adult – with no argument
- Children will speak to all adults with respect
- Everyone must be outside (unless having lunch, in the dining hall)
- No one should be going back into classrooms until their teacher says they can
- Children to ask to go to the toilet
- Older children should look out for the younger children.
- No-one should be jumping the queue otherwise they will be sent to the back
- No play fighting
- No football on the playground only on the grass
- Stay on playground/ field – not behind the buildings

### **Incidents:**

The Duty Teacher will be called for any serious issue/incident. (MDSAs do not give stages, see above). In the event of a fire alarm, children will line up (with their class) in their normal position on the playground.

### **Classroom evacuations and physical restraint:**

Removing the other children from a classroom (classroom evacuation) is only to be used as a last resort if a child's behaviour has deteriorated so much that they are in danger of injuring other pupils. If this is thought to be necessary the duty teacher must be called. Physical restraint of children is only to be used as a last resort in situations where it is necessary to prevent injury to any person or serious damage to property. All other means of de-escalating the situation should have been exhausted, including making clear what the consequences of the child's actions will be, before resorting to physical restraint.

### **Classroom displays and practises:**

Each classroom has a poster with the different stages displayed along with the types of behaviours that result in the different stages. Children are clear of the different behaviour expectations and the consequences they also understand the different stages. These are revisited at the beginning of each short term and are reinforced through good classroom practice. House point cards are also clearly displayed in classroom and are used as an instant reward for children modelling positive behaviours.

**This policy will be reviewed annually.**

## Appendix One:

| Behaviour Management Chart- Heytesbury C of E Primary School |                |   |  |  |  |  |
|--|----------------|---|--|--|--|--|
| Behaviour expectations:                                      | Stage One      | Stage Two                                     | Stage Three                                    | Stage Four                                     | Stage Five                                     | Stage Six                                      |
| <b>Courage</b>   | Verbal warning | Loss of play time or lunch time:<br>5 minutes | Loss of play time or lunch time:<br>10 minutes | Loss of play time or lunch time:<br>15 minutes | Loss of play time or lunch time:<br>20 minutes | Loss of play time or lunch time:<br>30 minutes |
| <b>Friendship</b>  |                |   |  | Duty teacher called if necessary               | Duty teacher called if necessary               | Duty teacher called if necessary               |
| <b>Forgiveness</b>   |                |   |  | Parents may be contacted                       | Parents will be contacted                      | Parents will be contacted                      |
| <b>Perseverance</b>  |                |   |  |  | Parents may meet with HT/DHT                   | Parents may meet with HT/DHT                   |
| <b>Truthfulness</b>  |                |   |  | Possible internal exclusion                    | Possible internal exclusion                    | Possible internal exclusion                    |

## Appendix Two:

| Behaviour Management Guide                               |   |   |   |  |  |
|--|---|---|---|--|--|
| Stage One  | Stage Two   | Stage Three   | Stage Four  | Stage Five   | Stage Six  |
| Any disruption to learning including but not limited to: | No response to Stage One and ignoring previous consequences.<br>Committing repeated/persistent offences | No response to Stage Two and ignoring previous consequences.<br>Committing repeated/persistent offences | No response to Stage Three and ignoring previous consequences.<br>Committing repeated/persistent offences | No response to Stage Four and ignoring previous consequences.<br>Committing repeated/persistent offences | No response to Stage Five and ignoring previous consequences.<br>Committing repeated/persistent offences |
| Talking over an adult                                    | Name calling  | Lying   | Retaliation   | Putting other children at risk in the classroom  | Intentionally destroying or damaging property  |
| Not following instructions                               | Lack of respect for people or property  | Running away from an adult  | Spitting  | Deliberately hurting another child (kicking, punching, hitting, biting, pinching, slapping etc).         | Physical assault   |
| Shouting out   | Rudeness  | Rough play  | Stealing  | Swearing or using inappropriate language at an adult or child  |  |
| Not focusing on the learning                             | Bad manners   | Using inappropriate language  | Being verbally aggressive   |  |  |
| Distracting others                                       | Inappropriate behaviour in the dining room  | Being in areas that are out of bounds   | Fighting  |  |  |
| Not sitting properly                                     | Refusing to participate/ do as they told  | Deliberately winding someone up   | Name calling  |  |  |
| Being unsafe   |   |   |   |  |  |

**Appendix Three:**

| <b>Behaviour Incident Form: Serious Incident/Duty Teacher called</b>                          |   |       |
|---|---|-------|
| Child's name:   | Date:   | Time: |
| Class teacher:  | Year group & class:                           |       |
| Name of person recording & date:  |   |       |
| What led up to the incident? What was the context/location (if relevant):                     |   |       |
| Details of incident:  |   |       |
| Child's comments/account:   |   |       |
| What action did the Duty Teacher /or person dealing with incident take? Please state outcome? |   |       |
| OUTCOME: Stage 4 / 5 / 6 / 7 / Internal Exclusion / External Exclusion                        |   |       |
| Other:  |   |       |
| Parents contacted: Yes / no   | Name of person who decided outcome:           |       |
| Teacher aware: Yes / no   | Completed form to Office for filing: yes / no |       |
| Head / DHT aware? Yes / no  |   |       |

**Appendix Four:**

| <b>Behaviour Incident Form: Bullying/ Racial</b>                                     |  |                              |
|--|--|------------------------------|
| Child's name:  | Date:  | Time:                        |
| Class teacher:   | Year group & class:  | Stage given (if appropriate) |
| Name of person recording & date:   |  |                              |
| What led up to the incident? What was the context/location (if relevant):            |  |                              |
| Details of incident: (Witnesses, please record the names of adults and children)     |  |                              |
| Child's comments/account: (use revers if more than one children was involved)        |  |                              |
| What happened after the incident?  |  |                              |
| What action was taken?   |  |                              |
| Who was duty teacher?  |  |                              |
| Parents contacted: Yes / no<br>Teacher aware: Yes / no<br>Head / DHT aware? Yes / no | Name of person who decided outcome:<br><br>Completed form to Office for filing: yes / no |                              |

**Appendix Five:**

| Behaviour Record<br>Class: |      |                         |             |  |
|----------------------------|------|-------------------------|-------------|--|
| Name of Child              | Date | Details of the incident | Stage given | Result of consequence/ any further action required |
|                            |      |                         |             |  |